DOCUMENT RESUME

ED 230 130 HE 016 194

TITLE	Task Force on Undergraduate Education, June 1, 1981. Final Report.
INSTITUTION	Houston Univ., Tex.
PUB DATE	81
NOTE	93p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Advising; Advisory Committees; *College Instruction; *Core Curriculum; *Developmental Studies Programs; Educational Objectives; Higher Education; *Instructional Improvement; Program Administration; *Undergraduate Study
IDENTIFIERS	*University of Houston TX

ABSTRACT

Recommendations of the Task Force on Undergraduate Education at the University of Houston central campus concerning the core curriculum, academic advising, developmental education, instructional improvement, and administration of the core curriculum are presented. The following objectives for the core curriculum are outlined: to insure that students acquire and develop basic intellectual skills; to insure that students acquire a broad knowledge base; and to stimulate the integration of specialized learning experiences. In addition, specific curricular proposals for achievement of these objectives and a rationale for these proposals are presented. Additional recommendations include that: a coordinated advising system be established with three tiers (department, college, and central) activity; a placement test be used to identify qualified and admissible students who lack basic skills in English and mathematics; faculty evaluations and campus-wide evaluations of instruction be conducted; a foreign language requirement be instituted for the Bachelor of Art degree; and a science requirement be instituted for the Bachelor of Science degree. Appended materials include an interpretation of the ratings for five students' evaluations. (SW)

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FINAL REPORT

OF THE

TASK FORCE ON UNDERGRADUATE EDUCATION

June 1, 1981

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Central Campus
1981

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PREFACE

On November 29, 1978, Chancellor Barry Munitz and Provost George Magner appointed a Task Force on Undergraduate Education consisting of twenty-one faculty and six students to be named by the Student Association. They charged this committee with the following: (1) to review the recommendations of a variety of committees and Task Forces on the central campus, especially, the Task Force on Admissions and Retention; (2) to examine trends and developments in higher education across the country; (3) to present recommendations for improving the quality of undergraduate instruction and advising on this campus and for enhancing the intellectual environment in which learning and study takes place. (See the memorandum of November 29, 1978 from Chancellor Munitz and Provost Magner for a fuller statement of purpose and direction, listed as Appendix I.)

To accomplish these broad goals, the Task Force on Undergraduate Education was divided into two subcommittees: the Teaching and Advising Subcommittee and the Core Curriculum Subcommittee. These two subcommittees were assisted by a coordinating committee composed of the chair of the Task Force, Dr. Robert V. Haynes; the Associate Provost, Dr. Anthony Colson; the chair of the subcommittee on Teaching and Advising, Ms. Mamie Moy; the chair of the Core Curriculum Subcommittee, Dr. Paul Secord; the Task Force's staff officer, June Dempsey; and representatives of the Faculty Senate, the Student Association, and the Dean's Council. (For a complete listing of those who served on the Task Force, see Appendix II).

Shortly after the Task Force began its deliberations in early December, 1978, the members recognized two problems. First, the Task Force considered the deadline of May 1, 1979 as unrealistic because of the complexities involved in redesigning the general education program, improving the academic advising system, and developing new methods of improving undergraduate instruction. Secondly, members of the two subcommittees realized that the Task Force should give special attention to meeting, at least on a temporary basis, the needs of those students deficient in the basic skills, English and mathematics. The Teaching and Advising Subcommittee was then charged with designing a suitable developmental program.

For the past two years, the two subcommittees deliberated at length and discussed most of the significant issues confronting higher education today. The quality and breadth of these discussions have been impressive.

As chairman of the Task Force, I wish to express my appreciation for the dedication and diligence of the members of all three committees. I especially wish to thank Dr. Paul Secord, Chair of the Core Curriculum Subcommittee, and Professor Mamie Moy, Chair of the Teaching and Advising Subcommittee, for their hard work and dedicated service. A complete record of the deliberations of those two subcommittees is available in the Provost's Office; faculty are invited to review these minutes.

The Task Force submits the attached report to the Chancellor and Provost for review and hopefully for approval. As you know, a preliminary version of this

report was submitted to the faculty and to the various governance groups for review and comment. For your information, I have attached as a separate item a summary of comments made by the faculty and other groups.

During the months of April and May, 1981, the Task Force reviewed these comments at length and, in a few instances, made appropriate changes in the report. Basically, however, the final version is similar to the preliminary one. The Task Force believes the document has had wide distribution and careful consideration. In light of the lengthy discussions within the Task Force and throughout the University, the Task Force urges that the recommendations in the report be implemented as soon as possible after the governance bodies have had another chance to review them.

The Task Force recommends that the report be implemented in stages. Some aspects of the basic skills level of the Core Curriculum, the developmental program and the advising program may be implemented one calendar year after the approval of the final report in accordance with the General Provisions of the Coordinating Board. (See Appendix III for Core Curricula for Public Junior Colleges 251.02.05 Rule 001.) Therefore, Fall 1982 is the earliest date that any of these recommendations could be initiated.

I - INTRODUCTION

From the late 1960's to the late 1970's considerable change occurred in undergraduate education. There were trends toward reduced general education requirements and increased flexibility in satisfying the requirements which remained. Many students used this freedom to increase the depth of their knowledge in a particular subject. Others took advantage of the lack of requirements to enroll in the least demanding courses.

Another national trend during this period was a general decline in such basic skills as reading, writing, mathematics, reasoning, and critical thinking. These changes were accompanied by grade inflation and by a general weakening of standards. As a result, fewer students were being prepared to deal in an intelligent, critical, and creative way with the intellectual, social, and scientific problems which confront our society.

The University of Houston Central Campus, like many other institutions of higher learning, saw the need to develop new educational programs designed to create a better balance between liberal education and professional specialization. In creating proposals for a new program, the Task Force did not seek to return to the requirements which existed in mid-century. Instead it attempted to devise new and imaginative general education programs which were consistent with the academic mission and resources of this University. The nature of the University of Houston, as a large publicly supported urban institution, provided the general framework for the deliberations of the Task Force.

The diversity of the student population and the various colleges of the University was considered when the proposed Core Curriculum was designed. More than one-third of the University's student body consists of transfer students from two- and four-year institutions. A majority of these students transfer from other Texas colleges and universities. A wide range of undergraduate programs spread across many colleges in the University prepare students for a variety of life experiences.

The Task Force also recognized that there are common academic goals shared by the University community. These were first formulated in the Mission Self-Study Report of 1975. They are:

- to develop skills of learning and critical thinking;
- to develop and foster the process of intellectual discovery and the exploration of the unknown;
- to develop an awareness of and interest in the breadth of human intellectual achievement and cultural experience;
- to develop an understanding of value systems and of value formation;
- to develop the knowledge and skills necessary to qualify students for entry-level work in appropriate fields;
- to develop the ability and opportunities for selecting career employment.

The Task Force on Undergraduate Education also recognized the importance of personal counseling and campus life activities to undergraduates. These are essential components of a quality undergraduate educational experience. However, because of the complexity of the charges to the Task Force and the time constraints under which it was forced to operate, it was not possible to investigate and make recommendations regarding these aspects of undergraduate education. Therefore, the Task Force on Undergraduate Education considered four aspects of the undergraduate program and presents its recommendations in the following sections of this report: Core Curriculum; Academic Advising; Developmental Education; and Instructional Improvement. Some general suggestions on the administration of these programs are also presented.

These discussions were guided by the premise that the quality of undergraduate education is crucial. Without excellent undergraduate programs and instruction, no institution can attract and retain an appropriate student body, nor can it fulfill its diverse educational missions. The Task Force feels that there can be no higher priority for the commitment of institutional will and resources than undergraduate education of a superior quality.

The Task Force, after considering the experiences of other institutions in dealing with these issues, is convinced that the University of Houston Central Campus can offer quality education to a student body as diverse as ours. To accomplish this goal, a range of necessary support services will be

required. The substance of these services is detailed throughout this report.

Based upon these assumptions and convictions, the Task Force proposes recommendations in four general areas: core curriculum, academic advising, developmental education and instructional improvement.

Core Curriculum

The recommendations for a Core Curriculum are based on a conviction that the various baccalaureate curricula should include a common base for all students. As might be expected, the content of this core originally had as many separate definitions as there were participants in the discussion. The resulting synthesis of these views is, however, sound, and it offers a solid plan for this campus.

The Core Curriculum has three objectives: to insure that students acquire and develop basic intellectual skills; to insure that students acquire a broad knowledge base; and to stimulate the integration of specialized learning experiences. Section II (pages 9-37) of this report presents specific curricular proposals for achievement of these objectives and a rationale for these proposals.

Academic Advising

The recommended Core Curriculum will provide an opportunity to improve the quality of education at the University of Houston Central Campus. However, the Task Force feels that this goal will be accomplished only if academic advising becomes an integral part of the program. Adequate support for good academic advising is essential.

A sound academic advising program should give students the opportunity to understand available resources, to discover and discuss all educational alternatives, to form realistic and appropriate objectives, and to find appropriate ways (curricular and otherwise) to achieve these objectives.

Academic advising occurs in a variety of settings beginning with informal peer interaction. Specific discipline or degree program advising can best be accomplished within individual departments. Other advising needs are more appropriately addressed at the college level. The size of the University of Houston Central Campus and the complexity of its departmental organization, however, mean that some students still may not have their advising needs met. Among these are students with undeclared majors, several types of transfer students, academically unsuccessful students, many post-baccalaureate students and numerous students changing majors. We have reached the conclusion that for such groups of students a centralized advising system is a critical service.

The Task Force therefore recommends the establishment of a coordinated advising system with three "tiers" (Department, College, Central) of activity. The specific system and the reasons for the proposals associated with the system are discussed in Section III of this report (pages 38-48).

The implementation of an effective advising program will not only aid individual students, it should also reduce the attrition rate for University of Houston Central Campus students. Recent studies have substantiated the beneficial effects of academic advising on student retention. But regardless of their ultimate effect on attrition, counseling and advising services are important in helping students attain as many benefits as possible from their educational experience.

Developmental Education

Nationally, and at the University of Houston Central Campus, there is an increase in the number of students who come to postsecondary education lacking the skills to complete satisfactorily a traditional college curriculum. Two unfortunate consequences have resulted from this trend. First, faculty no longer expect the same level of performance from entering students as they did in earlier years. Secondly, growing numbers of students simply fail in many essential basic courses. One possible response to this situation might be to modify admission procedures and standards, thereby screening out larger numbers of students. This is not the solution endorsed in this report.

Instead, the Task Force recommends that a placement test be used to identify qualified and admissible students who lack basic skills in English and mathematics. These students would be required to take developmental courses to overcome their deficiencies. Obviously, not all students can or will succeed, but there is compelling evidence that properly designed developmental programs are effective and can result in reduced attrition. It is also the conviction of the Task Force that the University has a responsibility to provide opportunities for academic success for those students who meet the University's criteria for admission.

Section IV of this report (pages 49-57) includes recommendations for strengthening developmental education and the reasons for the inclusion of this component in the undergraduate program.

Instructional Improvement

The Task Force has concluded that the activities thus far identified should be supported by a sustained effort to improve the quality of instruction. It is proposed that this objective be achieved by a combination of teaching evaluation and teaching development efforts. Two forms of evaluation are recommended. One would be campus-wide and recurring. The other would be intensive and selective, intended for those faculty who at critical career points wish to have a comprehensive analysis of their teaching. The proposed development efforts range from the training of teaching fellows to a small grants program for curriculum development. Section V (pages 58-66) provides the details of these recommendations.

In conclusion, the Task Force on Undergraduate Education offers recommendations in the following areas of undergraduate education:

- Core Curriculum
- Academic Advising
- Developmental Education
- Instructional Improvement

These recommendations are outlined in Sections II - V of this report. Recommendations regarding the administration of the Core Curriculum and its related programs are presented in Section VI (pages 67-73).

The Task Force is cognizant of the intense competition for resources at every level of the University, and it is fully aware that many of its recommendations involve substantial costs. However, it is expected that, at this critical point in the University's history, undergraduate programs would receive the high priority they need and deserve. Such commitment will not only promote the mission of the institution, but will also permit and encourage more substantial faculty participation in undergraduate education.

II CORE CURRICULUM

Introduction

The Task Force on Undergraduate Education recommends that the present distribution requirements be replaced by Core Curriculum requirements which would apply to all University undergraduates. The recommended Core Curriculum has specific educational goals that are to be accomplished by existing courses or by new courses designed to meet these goals.

The Task Force views the Core Curriculum requirements specified in this section as minimum requirements for all baccalaureate degrees. It is understood that these requirements may be insufficient for many degree programs. In these cases, departments or colleges are encouraged to maintain existing requirements which exceed those being proposed or to request approval of additional requirements through regular campus processes. On the other hand, some degree programs may have special accrediting requirements which will justify exception to some of the recommended core curriculum requirements. These departments or colleges may request that appropriate exceptions be approved.

Recommendations

The proposed Core Curriculum consists of three levels. Its basic structure is indicated in Table IV (page 30).

Level 1. Mastery of basic skills. (See Table I, page 20)

Level 2. Acquisition of a knowledge base and development of advanced skills. (See Table II, page 26)

Level 3. Knowledge integration. (See Table III, page 29)

Each of the levels is described in terms of educational objectives and specific course requirements. The purpose of describing educational objectives and course requirements is to ensure that courses selected for inclusion in the Core Curriculum meet these objectives and requirements. Many existing courses will require some changes in order to achieve these objectives and requirements. It is anticipated that the Core Curriculum will be administered in a manner which will encourage modification and extension of existing courses in order to guarantee that the desired goals of student performance can be achieved. Departments will also be encouraged to propose new courses specifically designed to fit the educational objectives outlined here.

The content of the Core can easily be weakened if we ignore the fact that many students who enroll at the University are not fully prepared to enter the basic skills courses. At the same time, some students are prepared beyond the beginning college level. In order to accommodate both of these circumstances, each of the basic skills courses will have entry-level requirements to be met by examination or by the satisfactory completion of preparatory or developmental courses. Developmental courses will carry college credit, but these credits may not be used to satisfy degree requirements.

At the same time, credit by examination and advanced placement will be available and encouraged for students having outstanding preparation in these areas. These arrangements are an integral part of the Core Curriculum and will be described in more detail in other parts of this document. The Task Force recommends that the University make every effort to recruit students who are capable of completing a number of their Core courses by advanced placement examination.

Level 1

Mastery of Basic Skills (18 Hours)

Educational Objectives

Mastery of the basic skills shared by educated people and needed for the acquisition and use of knowledge is the goal of this first level of the Core. Such skills are needed not only for living in modern society but also if students are to achieve the more advanced objectives which have been specified for the Core. These skills include the ability to read and comprehend a variety of college-level materials and to write clear and grammatically correct papers in a well-organized manner. Students who have acquired these skills should be able to write an essay which has a focused thesis and present arguments or evidence to support the conclusion.

Another basic skill is the ability to deal with numbers, in the sense of being able to use arithmetic and algebra and to apply quantitative thinking

to practical affairs. This skill should be developed to a level adequate to deal with the uses of mathematics in natural or social sciences courses.

Underlying both of these skills is the ability to reason in verbal, quantitative, or other symbolic terms. This includes facility in acquiring information from a variety of sources, particularly the ability to make effective use of library resources, and the ability to apply the processes of rational thinking to problem solving. Students should be able to discern the structure of arguments, to evaluate arguments critically, to see how arguments may be strengthened, and, finally, to construct coherent arguments.

Ideally, students should have developed these basic competencies prior to entering college. Unfortunately, this is not the case for many entering students. The evidence is clear: The level of preparation of entering and transfer students in these skills has been declining for many years. The purpose of the basic skills requirements is to bring students to the levels of performance described above. The different levels of competence among entering freshmen, returning students and transfer students will necessitate selective placement at one of several levels. Transfer students who have completed the twelve (12) hours of required English/writing courses and college algebra or its equivalent will not be required to take the placement examinations.

The following students will be required to take placement examinations to determine their proper placement in the sequence of basic skills courses

required in the Core Curriculum: (1) all entering freshmen, (2) transfer students who have not completed the twelve hours of required English/writing courses or their equivalents and college algebra or its equivalent; (3) those re-enrolling after a continuous absence of one calendar year; and (4) those who interrupted progress toward a degree for one regular semester before completing the required twelve hours of English/writing or their equivalents and college algebra or its equivalent. It is expected that a majority of students will qualify for entry into the beginning sequence of basic skills Core courses. However, some students may need to enroll in developmental courses to prepare for the regular core courses. The recommendations for a developmental education program are described in Section IV. It is recommended that students who must repeat a course taken on this campus or elsewhere receive credit for the course, but this credit may not apply toward a degree.

Students who have already completed the basic skills requirements of twelve (12) hours of English/writing or their equivalents and college algebra or its equivalent at the University of Houston Central Campus or elsewhere will not be required to take placement examinations in these areas upon returning to or enrolling at the University for the first time.

Credit (toward degree requirements) by examination will be available and encouraged in every basic skills course for those students who already have the requisite skills but who have not yet received college credit for them.

Courses

1. English/writing (12 Hours)

All students not obtaining credit by examination will be required to take twelve (12) hours in English/writing, six (6) at the freshman level and six (6) at the sophomore level. These courses have been restructured in recent years (English 1304 is entirely new) so as to constitute an integrated series of experiences designed to accomplish the objectives outlined for this portion of the Core.

English 1303 (3 Hours)

This course takes the student from the paragraph to the complete expository essay, and includes the following elements:

- The structure of paragraphs, not only as discrete entities, but also as functioning parts of long units of discourse.
- The stylistic context of individual sentences and the relationship of style to arrangement of sentences.
- An analysis of techniques that writers use.
- The relationship between writers, their audiences, and the subject matter.
- The methods of reasoning and patterns of association.

Prerequisite: Satisfactory completion of English 1300 or satisfactory performance in English on the placement examination.

English 1304 (3 Hours)

This course carries the student from the expository paper to the persuasive essay and the research paper. It will deal with the nature of persuasive writing, the tactics of logical and emotional persuasion, and sentences and paragraph strategies in persuasive writing. The culminating activity will be a research paper.

Prerequisite: Satisfactory completion of English 1303 or satisfactory performance in English on the placement examination.

Sophomore English

All sophomore English courses, regardless of content, share common goals. The sophomore courses are designed to sustain the training and practice in writing initiated in English 1303 and 1304, to teach the careful, critical reading of texts which exploit the full resources of the language, and to examine and interpret the various types of figurative, emotive, and symbolic communication. Literature is the primary vehicle through which these aims are to be realized. The sophomore courses will be taught in a context which emphasizes and requires careful reading and skillful writing.

The minimum prerequisite for all sophomore English courses is satisfactory completion of English 1304 or satisfactory performance in English on the placement examination.

Students will be required to take six (6) hours from the following options:

English 2301 and 2302 (3 Hours each)

These courses constitute a survey of world literature. English 2301 covers work through the Renaissance including selections from Homer, Virgil, Chaucer, Dante, and Milton. English 2302 includes writers such as Pope, Swift, Rousseau, Goethe, Melville and Shaw. Emphasis will be placed upon skills in analysis and critical writing, and students will be required to write at least five papers during the semester.

English 2303 and 2304 (3 Hours each)

These courses survey English literature. English 2303 covers work up to the beginning of the 18th century; English 2304 deals with works from the Romantics to the present. Emphasis will be placed upon skills in analysis and critical writing, and students will be required to write at least five papers during the semester.

English 2397 (3 Hours)

Various topics are taught under this number. Introduction to Poetry, Introduction to Fiction, Modern American Fiction, and Introduction to Drama are the principal topics. Emphasis will be placed upon skills in analysis and critical writing, and students will be required to write at least five papers during the semester.

Other courses at the 2000 level or higher which meet the Core objectives for writing skill development and which require satisfactory completion of English 1303 and 1304 as prerequisites may also be eligible for Core credit. Courses in foreign literature in translation are examples of the types of courses which may qualify for Core credit in the basic skills sophomore English component. These and other options must be submitted for consideration to the Core Advisory Committee. (See Section VI).

Students majoring in the College of Technology may satisfy three (3) hours of the sophomore English/writing requirement by satisfactorily completing TEED 3360. Other colleges may present requests to the Core Advisory Committee to justify substituting three (3) hours of a specialized writing course for three (3) hours of the twelve (12) hour English/writing requirement based upon specific programmatic needs of those colleges.

2. Math/reasoning (6 Hours)

Over the past few decades the quality of preparation in mathematics on the

part of entering college students has steadily declined. As a result, that which is now offered as college algebra in Mathematics 1310 is at a level that was at one time routinely taught in high schools. Thus, this course represents the minimum level of mathematics that should be required of all college students.

All students are expected to complete Mathematics 1310 (College Algebra) and an additional three (3) semester hours in mathematics, logic, computer science, or statistics. Students may qualify for entrance to Mathematics 1310 by demonstrating competence on the placement examination or by satisfactory completion of developmental mathematics.

Students majoring in the College of Technology may satisfy the Mathematics 1310 requirement by successful completion of TMTH 1335.

Mathematics 1310 or Equivalent* - College Algebra (3 Hours)

College Algebra has as its basic objective the preparation of students for subsequent courses which require quantitative and analytical skills. The course will provide a review of traditional high school algebra and an introduction to selected topics in algebra at the college level.

*Equivalent courses must be approved by the Core Advisory Committee

Satisfactory completion of this course will prepare students for other quantitative and analytical courses which are accepted as part of the Core Curriculum.

Prerequisite: Satisfactory completion of developmental mathematics or satisfactory performance in mathematics on the placement examination.

The other three (3) credit hours in mathematics/reasoning skills are intended to sharpen the skills learned in Mathematics 1310, to develop analytical thinking skills and to prepare the student for those Core or other courses requiring such a knowledge base. Completion of the following courses would be acceptable, provided these courses require Mathematics 1310 or its equivalent as a prerequisite:

Mathematics 1313 - Elements of Linear Algebra with Applications

Mathematics 1314 - Elements of Calculus with Applications

Mathematics 1330 - Elementary Functions

Mathematics 1431, 1432, and 2433 - Calculus I, II, III

Mathematics 2311 and 2312 - Introduction to Statistical Analysis

Mathematics 2301 and 2302 - Mathematics for Elementary School Teachers (approved only for Elementary Education majors)

Philosophy 1321 - Logic I

Computer Science 1301 - Introduction to Computer Science. This course will acquaint students with the history of automatic computing, the basic principles involved in computing and information processing, and an appropriate high level programming

language. (This will be a revised course).

Technical Mathematics 2335 and 2336 - Advanced Technical Mathematics (approved only for majors in College of Technology)

Technical Mathematics 3360 - Applied Technical Statistics (approved only for majors in College of Technology).

Statistics courses which receive the approval of the Core Advisory Committee.

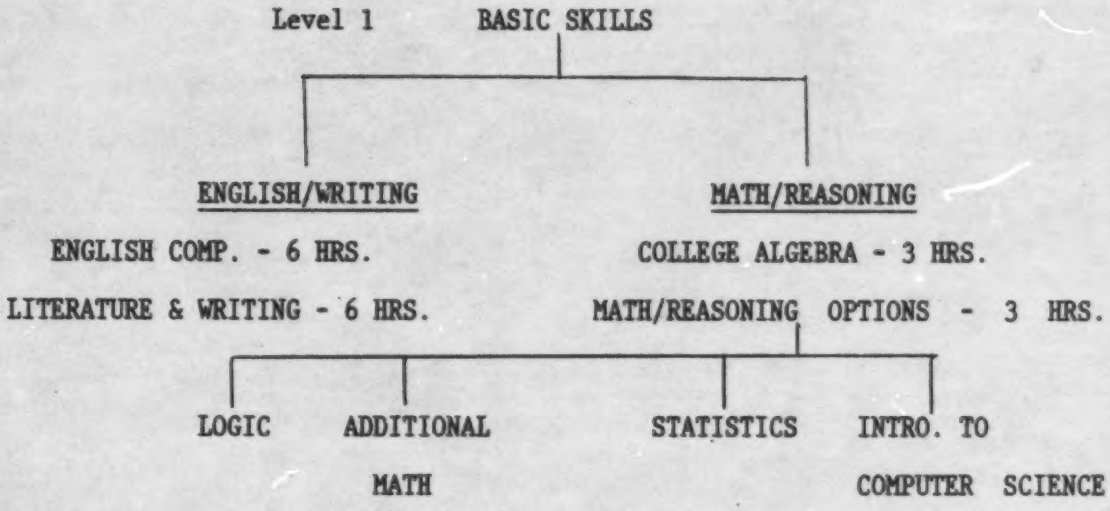


TABLE I

Level 2

Knowledge Base and Advanced Skills (30 Hours)

Educational Objectives

The basic skills described in the previous section are not sufficient for the well-educated college student, and none of the credits acquired there may be counted in the Knowledge Base component of the Core. However, these basic skills must be exercised and sharpened in the course of acquiring further knowledge.

The objectives of this second category of Core requirements are to provide opportunities for students (1) to acquire a knowledge base, (2) to develop to a higher and more sophisticated level skills in the use of language, most specifically, critical reading and writing, and (3) to develop to a higher and more sophisticated level skills in quantitative reasoning. As a part of these accomplishments, well-educated students should be able to do the following things:

- Write in a style appropriate to the subject matter: descriptive, expository, narrative, scientific, or expressive.
- Read critically, noting logical consistencies or inconsistencies, evaluating the evidence for the conclusions drawn, and detecting hidden assumptions or biases.

- Specify a problem in a manner that makes it amenable to solution.
- Identify, locate and organize relevant information using library and other resources as appropriate.

Courses in this section will focus on major approaches to knowledge rather than broad surveys. Acceptable courses should have the following characteristics:

- They should be substantive with respect to particular knowledge or skills characteristic of a recognized discipline.
- They should make use of basic skills of communication and analysis through language or mathematics.
- They should emphasize the methods and logic of the discipline both per se and in broader contexts (i.e., in relation to other ways of learning and to related disciplines).
- They should examine the discipline in the light of human values and experience (e.g., moral, social, or historical).
- They should be concerned with the relation of the student as an individual to the discipline, especially in terms of the discipline's contribution to the student's personal growth.

Courses

1. American History (6 Hours) and Government (6 Hours)

Presently, six (6) hours in political science and six (6) hours in history are mandated by the State of Texas. Ordinarily these consist of Political Science 2333 and 2334, and History 2301 and 2302. Where necessary, these courses should be modified to meet the objectives of the Core Curriculum as outlined previously. In addition, more flexibility should be introduced to enable students who have taken at least one semester of history or political science or who have qualified through Advanced Standing Examinations to substitute other courses in history or political science to meet this requirement.

Examples:

Diplomatic History of the United States
Texas Roots: The Melting of Tradition in Texas History
American Traditions: Social, Political, and Legal Institutions
The Role of Business in American Society.
The Melting Pot and Beyond: Multiculturalism in America
A History of Science and Technology in America
The Development of Public Education in America
American History Through Popular Traditions, Ideals and Myths

Prerequisite: Concurrent enrollment in or satisfactory completion of English 1303.

2. Physical and Life Sciences (6-8 Hours)

Courses in this category will provide students with an understanding of the sciences as a way of viewing life and the physical world. The emphasis is on showing how the processes of science discover and validate knowledge, on developing the distinction between the creation and confirmation of hypotheses, and on exploring the criteria of acceptable scientific theory.

Courses acceptable for degree credit for majors in the natural sciences may be selected from biology, chemistry, geology, and physics. In addition to these, the departments of natural science may propose for approval other courses designed to satisfy the above objectives provided these employ and develop mathematical or other forms of analysis at appropriate levels.

Prerequisite: Concurrent enrollment in or satisfactory completion of Mathematics 1310.

3. Cultural Heritage (6 Hours)

Courses in this category will emphasize the great works and achievements of civilizations.

These courses must be acceptable for a major in the discipline they represent and may not include performance courses. They may be selected from the following subjects: art appreciation, art history, drama, foreign languages, history, literature (English and other languages), music history, music appreciation, and philosophy (except Philosophy 1321 which satisfies one of the mathematics/reasoning options). State-mandated courses in history and political science may not be used to satisfy this requirement.

Prerequisite: Concurrent enrollment in or satisfactory completion of English 1303.

4. Social and Behavioral Sciences (6 Hours)

These courses will provide a knowledge of the theory, substance, and discovery procedures relating to the study of human behavior and social institutions.

These courses may be selected from the following disciplines: anthropology, economics, geography, political science (other than government courses required by the State), psychology, and sociology. These courses must be acceptable for credit toward a major in the discipline they represent. They must be courses which deal with the theory, methods and substantive knowledge of that discipline rather than with professonal development or training aspects.

Prerequisite: Concurrent enrollment in or satisfactory completion of English 1303.

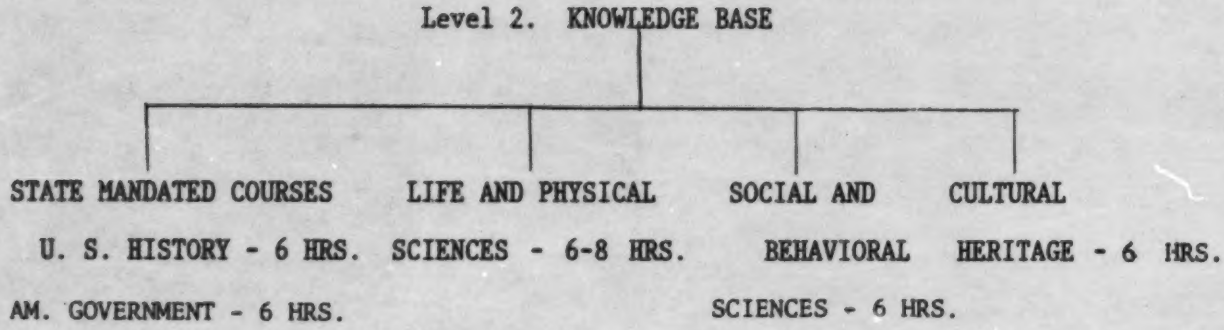

Level 2. KNOWLEDGE BASE
STATE MANDATED COURSES
U. S. HISTORY - 6 HRS.
AM. GOVERNMENT - 6 HRS.
LIFE AND PHYSICAL SCIENCES - 6-8 HRS.
SOCIAL AND BEHAVIORAL SCIENCES - 6 HRS.
CULTURAL HERITAGE - 6 HRS.

TABLE II

Level 3

Knowledge Integration (6 Hours)

Educational Objectives

Undergraduate education is frequently compartmentalized or fragmented. Often students are unable to deal with ideas outside their major discipline, or even to relate ideas from their own discipline to other subject matter. To overcome this problem, the Knowledge Integration component of the Core will provide students at the junior and senior levels with experience in analyzing, criticizing, and relating ideas from more than one discipline.

This part of the Core will be taken only after students have adequate preparation in the form of prerequisites representing at least two areas of substantive knowledge.

Knowledge integration can take a great variety of forms, but the essence is that two or more academic disciplines are put into juxtaposition with one another to enable the separate bodies of knowledge and the methodologies associated with them to be compared, analyzed, or criticized within problem-oriented and/or theory-oriented contexts. In a problem-oriented context two or more disciplines might focus on a single problem. Disciplines from various colleges and schools within the University have contributions to make to various types of urban problems. For example, the disciplines of chemical engineering, economics, biology, literature, sociology and psychology are relevant to a course which examines air pollution problems. Whereas, a theory-oriented course with emphasis on the integration of knowledge would examine the interaction and the relationships among the various disciplines.

Colleges are encouraged to examine their current offerings for courses which will meet the intent of the knowledge integration requirement. This recommendation also provides the opportunity for and encourages colleges and departments to be particularly imaginative in designing new and attractive courses. Those courses which include a library research project may be particularly useful in enabling students to explore a variety of cross disciplinary literatures and to integrate the concepts and ideas which they discover.

Finally, knowledge integration may be achieved by students who have completed substantial work in a discipline outside of their major. This may be accomplished by taking a minor that is designed to complement a particular major. Students with a depth of knowledge in two disciplines will possess the basis for generating their own integrative experiences.

Courses

The Knowledge Integration requirement may be satisfied by taking at least six (6) hours at the 4000 level in options 1 or 2 or in the minor as described in option 3.

Option 1, Concurrent Enrollment Courses (6 Hours)

Pairs of courses designed by two or more departments and/or colleges to meet the Knowledge Integration requirement may be submitted to the Associate Provost and the Core Advisory Committee for approval. These courses must have prerequisites providing a basic understanding of the disciplines involved. The instructional processes should be directed to integrating knowledge from the disciplines represented.

Option 2, Knowledge Integration Courses (6 Hours)

Certain courses will be identified or developed specifically for the Core which will bring together two or more discplines in the manner described above. These may be taught by an instructor who is approved by the depart-

ments whose disciplines are represented and by the Associate Provost or they may be team-taught by representatives of the several disciplines. These courses will be reviewed for approval by the appropriate college curriculum committee and the Core Advisory Committee.

Option 3, A Minor Program (15 Hours)

Completion of a minor program in a department other than the major field will fulfill this Core requirement. The requirements for a minor will be determined by the minor department, but should consist of at least fifteen (15) hours in a particular discipline, nine (9) of which are in courses at the 3000 level or above.

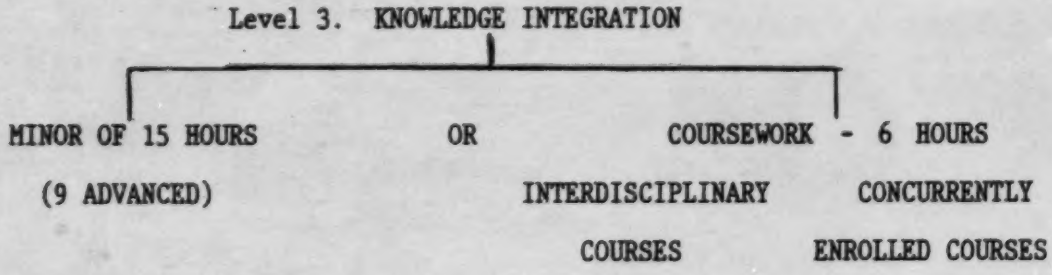
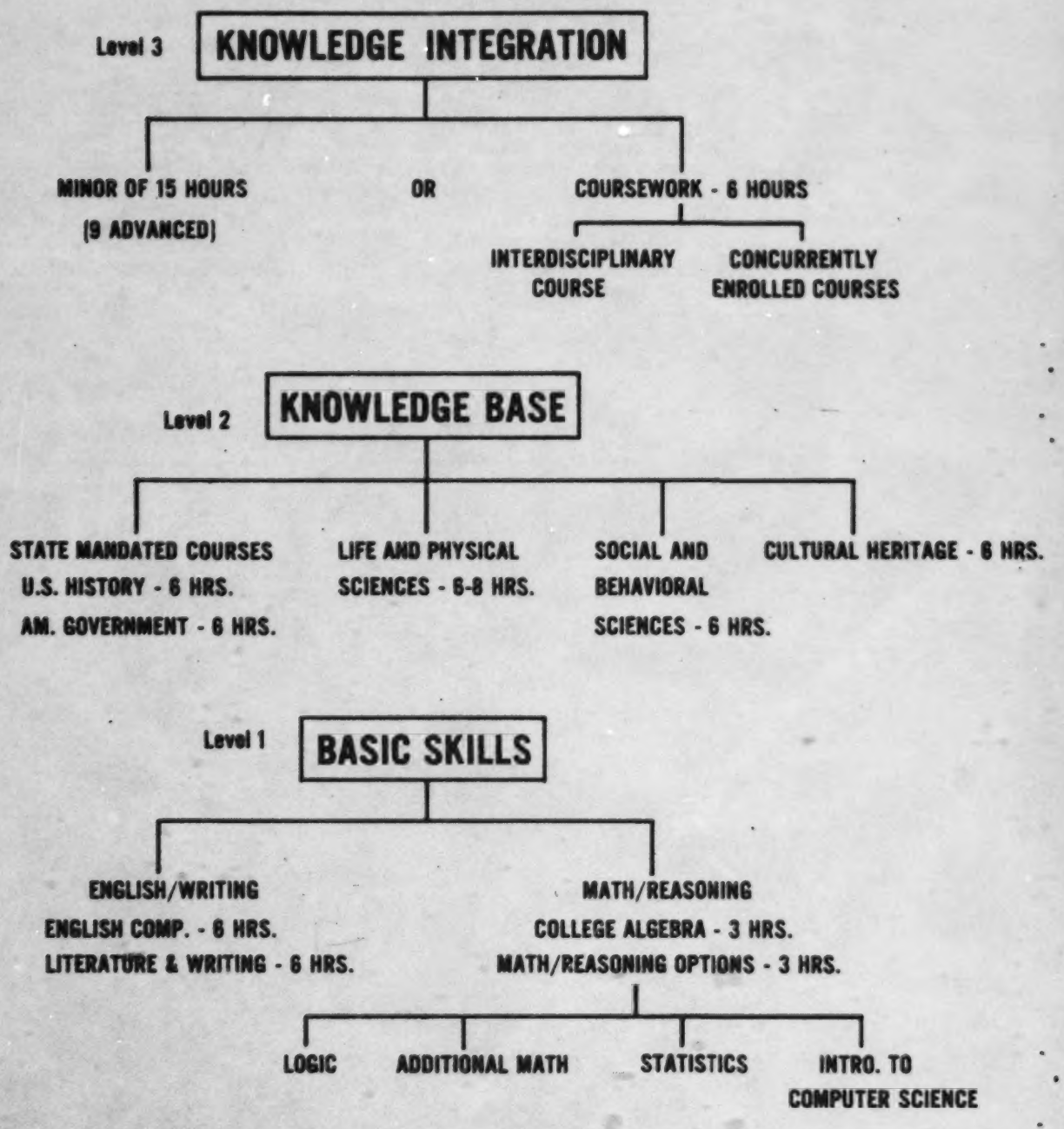


TABLE III

TABLE IV

UNIVERSITY OF HOUSTON
CENTRAL CAMPUS
PROJECTED CHANGES IN THE
UNDERGRADUATE CORE CURRICULUM REQUIREMENTS

TASK FORCE ON UNDERGRADUATE EDUCATION REPORT 1980-1981



ADDITIONAL COURSE REQUIREMENTS

The present health and physical education requirement is changed to allow no more than two semester hours credit toward graduation and should be stated as follows:

> "All students are expected to complete two semester hours of physical education. This requirement may be satisfied by completing PEB 1251 or two activity courses (DAN 1106-1115 or PEB 1104-1150). This requirement should be completed during the first four semesters or the first 60 semester hours of the student's program, whichever occurs first. No more than 2 hours taken from DAN 1106-1115 or PEB 1104-1150 may be counted toward the baccalaureate degree."

The Task Force recommends the following special requirements for particular degrees.

The Foreign Language requirement for the B.A. degree:

Successful completion of six semester hours at the 2000 level of one foreign language.

The formal science requirement for the B.S. degree:

Successful completion of twelve semester hours in the formal sciences (mathematics, computer science and formal logic). At least six of the twelve semester hours must be in mathematics.

Note: Particular degree programs may have specific mathematics requirements.

Neither of these two special requirements is intended to alter any other categories regarding the B.A. or B.S. degrees.

ADDITIONAL CONSIDERATIONS

Transfer Students

Courses in the Core Curriculum have entry level requirements and these apply to all entering students, including transfers. No transfer student lacking basic skills will be permitted to enroll in a course which has an entry-level requirement for those skills. (See next section).

Prerequisite Requirements Associated with the Undergraduate Core

The following students will be required to take a placement examination to determine their qualifications for enrolling in Core courses:

(1) Entering freshmen; (2) students re-enrolling after an absence of one calendar year who have not completed the required basic skills courses in English/writing and college algebra or its equivalent; and (3) transfer students who have not completed the basic skills coures in English/writing and college algebra or its equivalent. Entry and advanced qualifications in English and mathematics will govern admission to many University courses in accordance with the following requirements: Students not qualifying for entry to English 1303 and Mathematics 1310 must enroll in developmental courses in these two subjects until they are qualified to enter English 1303 and Mathematics 1310. They will not be permitted to enroll in any other courses except Health and Physical Education and a study skills course. Departments having other activity courses that they believe suitable for these students may petition for opening these courses to them.

Entry to courses in English will not be contingent upon entry qualifications in mathematics. Similarly, entry to courses in mathematics will not be contingent upon entry qualifications in English. In other words, once students have completed at a satisfactory level a placement examination in English or the developmental English course, they may enroll in English 1303. Once they have completed at a satisfactory level a placement examination in mathematics or the developmental mathematics course, they may enroll in Mathematics 1310.

Concurrent enrollment in or satisfactory completion of English 1303 (through enrollment or examination) is a prerequisite for all courses in the Cultural Heritage and the Social and Behavioral Sciences sections of the

Core. English 1303 shall not be a prerequisite for courses in the Physical and Life Sciences sections of the Core, except where designated.

Concurrent enrollment in or satisfactory completion of Mathematics 1310 (through enrollment or examination) is a prerequisite for all courses in the Physical and Life Sciences section of the Core. Mathematics 1310 is not a prerequisite for courses in the Cultural Heritage and the Social and Behavioral Sciences sections of the Core, except where designated.

All English and mathematics courses included in the Developmental Education program and in the Core Curriculum must be taken consecutively with continuous enrollment during each semester that the student is at the University until the full sequence is completed. Dropping these courses is not permitted except in connection with withdrawal from the University.

Students must have completed English 1303, 1304, and Mathematics 1310 before enrolling in any advanced level course.

In the case of advanced courses, colleges and departments are encouraged to go beyond the minimum English and mathematics requirements stated above and add additional prerequisites in English or mathematics where appropriate.

Arrangements for the Administration of the Undergraduate Core Curriculum

I. The Associate Provost concerned with academic programs will be responsible for the Core in terms of meeting the policy objec-

tives which have been adopted and in meeting the needs of students in connection with obtaining any core requirements. He or she will also be responsible for coordinating departmental participation in the Core program. Each department responsible for Core courses shall designate a faculty member as its Core representative. The Associate Provost will maintain close liaison with these faculty members.

An additional responsibility will be liaison with high schools and community and junior colleges in an effort to communicate the Core Curriculum requirements and to articulate ways the university might assist these institutions in their efforts to prepare their students to meet these requirements.

II. The Undergraduate Council, in consultation with the Associate Provost, shall appoint a separate committee, the Core Advisory Committee, which will have the following responsibilities: (1) to invite departments to submit current and new courses designed to satisfy requirements the Core Curriculum; (2) to periodically review those courses already approved for inclusion in the Core for the purpose of retaining or deleting them; (3) to inform the Undergraduate Council as to which courses satisfy Core requirements; and (4) to advise the Provost on policy matters relating to the Core.

The Core Advisory Committee shall be broadly representative of undergraduate programs. A majority of its membership will be faculty members involved in teaching undergraduate courses but students need not be excluded. The Associate Provost will chair the committee.

III. Faculty who teach Core courses shall use the standard student evaluation form recommended for university-wide use and, in addition, any other evaluation procedures requested by the Associate Provost. The Associate Provost will also be responsible for evaluating faculty performances in teaching Core courses, and shall provide appropriate information for consideration of merit increments to the department and the Provost's Office.

IV. The Knowledge Base and the Knowledge Integration courses of the Core belong in the departments. The departments have the major responsibility for offering these courses in accordance with the policies laid down for the Undergraduate Core. Attention needs to be given to stimulating departments to offer appropriate courses of high quality.

V. Sufficient funds must be allocated for developmental courses in English and mathematics below the level of English 1303 and Mathematics 1310. Separate instructional staff might need to be hired for teaching courses at this level. The Associate Provost shall take advantage of existing arrangements for developmental courses, such as those in English 1300, and shall be responsible for coordinating the participation of various departments in the developmental program.

Timetable for Implementation of the Core Curriculum Requirements

The Task Force recommends that the Core Curriculum be implemented as soon as possible in two stages. The first stage would involve implementation of the basic skills requirements and all the support services necessary, including the developmental program and the new academic advising system.

The Task Force recommends that the second stage (the Knowledge Base and Knowledge Integration requirements) be implemented one year after the basic skills component is in operation.

III - ACADEMIC ADVISING

Introduction

As part of its responsibility for and commitment to the improvement of undergraduate education, the Task Force on Undergraduate Education Subcommittee on Teaching and Advising formed a study group to investigate and make recommendations relative to a campus-wide program of academic advising for undergraduates at the University of Houston Central Campus (UHCC).

UHCC faces many of the problems which have plagued other universities in their efforts to provide academic advising for students. The rapid growth of this institution has been a deterrent to serious efforts to individualize students' learning experiences. Further, the institutional emphasis on building graduate programs and increasing faculty research and scholarly productivity may have resulted in faculty neglect of academic advising. Some faculty members believe that time spent advising undergraduate students is detrimental to their own career advancement.

The quality of academic advising varies across the campus. In some colleges and departments,* advising is perfunctorily executed largely, and sometimes

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*To avoid semantic awkwardness, the term "department" is being used occasionally to imply "school" or "program"; the term "chairman" in some instances implies "director" or "head." The consistent use of the masculine personal pronoun, however, does not connote an all-male advising staff.

inaccurately, by staff members and confined mostly to scheduling procedures related to that unit's courses and programs. Little or no attempt is made to advise students on any matters unless they are directly related to the concerns of that college or department. As a result, many students are left to their own devices to find someone somewhere on campus who knows, who cares, and who will assist them with their larger academic concerns. Some colleges and departments maintain close personal contact with their students and guide them adequately through their chosen programs of study. However, even in some of these units, academic advisors have not been willing or able to help students test and confirm their programs of study within a large framework of life and career goals. Students receive little assistance in selecting courses of study from other university curricula that might enrich their perspectives, provide opportunities for their creative expression, aid in their personal development, or prepare them as citizens to make contributions to society.

The University of Houston Central Campus already has a central advising office for students who are undecided about a major and others having special needs for advice not easily met by departmental advising. The Academic Advising Center has made an excellent beginning at providing its advisees with guidance of greater depth than that normally afforded by departmental advisors. It also serves as a clearinghouse of accurate academic information. However, the Center is understaffed and, therefore, unable to render services to the extent needed by the undergraduate population.

Moreover, while the University of Houston Central Campus provides excellent support services to students through its Counseling Center and its Office of Career Planning and Placement, there is no network of assured faculty contacts with undergraduate students devised to detect students' needs and problems, to make timely referrals, to help make maximum use of these specialized services, and to incorporate the benefits derived from them into a continuing pattern of academic career planning.

In short, UHCC has no comprehensive interconnected program of academic advising; no reliable and regular pattern for accurate information flow to all academic advisors; no way of assuring that all undergraduate students have easy access to a professional academic advisor with the time, interest, knowledge and skills to help them deal with their academic problems as they arise and to stimulate thinking about educational goals; no way of coordinating and integrating the fragmented, interrelated activities of academic advisors, personal counselors and career planners. The University of Houston Central Campus has no such program, but it badly needs one and its undergraduates deserve one.

Recommendations

After examining and evaluating the existing program of academic advising at UHCC and models of effective programs at other universities, and after considering the recommendations pertaining to academic advising made in Fall 1977 by the Chancellor's Task Force on Admission and Retention, the Task Force proposes a coordinated, integrated three-tiered, campus-wide program of academic advising

to be available on a year-round basis to day and evening, full- and part-time undergraduate students.

This program of academic advising should be a continuing, integral, required part of the educational process. Its primary mission is to foster the growth and development of individual students to their maximum potential. The study group expects that the program not only will result in greater student retention, but, more importantly, also will benefit students in a variety of ways: (1) by providing a year-round program of competent and consistent advising services; (2) by increasing the awareness and use of educational resources; (3) by providing better linkage between academic preparation and life goals; and (4) by enabling students to set realistic academic goals.

To ensure an efficacious advising program for undergraduates at the University, the study group recommends:

- that the Provost demonstrate a campus-wide commitment to a program of undergraduate academic advising in the following ways: (a) by issuing a clear statement of institutional support; (b) by providing additional resources for the recommended program; and (c) by adjusting the faculty workload and merit evaluation system to recognize and reward excellence in advising.

- that campus-wide undergraduate academic advising be organized on three tiers: Tier A -- departmental advising units with tenured faculty

members responsible for coordinating departmental advising; Tier B -- college advising units coordinated by tenured faculty members; and Tier C -- a central advising unit directed by a tenured faculty member. (The plan is elaborated in the following section.)

- that academic advising be required for all undergraduates except summer transients.

- that complete advising services be regularly available to evening and summer students.

- that an academic orientation program be mandatory for all undergraduates new to the University of Houston Central Campus (except summer transients) and for all former undergraduates returning to the campus after an absence of more than one calendar year. The academic orientation program should be conducted close to the beginning of classes each fall and spring semester and each summer term. Dormitories should be opened in time for resident students to participate.

- that a separate category of workload credit for non-instructional duties be created for faculty members who are academic advisors in the central advising unit, college coordinators of academic advising, or principal departmental advisors.

- that the feasibility of a semester-long course of academic orientation be investigated by the Director of Academic Advising and reported to the Provost and Undergraduate Council.

- that during priority, regular, and late registration, students submit their completed section request forms to their academic advisors and that the mail-out/mail-in registration procedure be limited to those students who have been advised during the summer or the preceding spring semester.

- that a priority registration for the fall semester be held during the preceding spring semester.

- that summer and fall course schedules and a list of courses to be taught the following spring be prepared and made available to students and advisors each spring before priority registration for the fall.

- that colleges and departments be encouraged to establish regular schedules of courses to be offered on a year-to-year basis and that information on the frequency of course offerings be included in the course descriptions as listed in each college catalog.

Organization of the Campus-wide Undergraduate Academic Advising Program

The campus-wide undergraduate academic advising program will consist of three tiers.

Tier A: Each department with undergraduate majors will have a tenured faculty member who will serve as the principal departmental advisor. The principal departmental advisor will be selected by the department chair and the dean of the college in consultation with the director of academic advising. Those selected as principal departmental advisors should be willing to serve at least three years.

The principal departmental advisor will advise his department's undergraduate majors, but in most departments will not be the sole academic advisor. He will be responsible for coordinating departmental advising, serving as liaison with other departments in the college, making certain that evening as well as summer advising is available as needed, and cooperating with the central advising unit. The faculty workload equivalency credit for the principal departmental advisor each fall and spring semester will be at least three semester hours from teaching or research with an average weekly commitment of at least ten hours to academic advising. Other faculty members extensively involved in academic advising also will be eligible for workload equivalency credit.

Principal departmental advisors in departments with more than 100 majors will be available during the summer in conjunction with summer school teaching duties. They will be compensated at one-twelfth of their contract salaries in addition to their summer teaching salaries. Those departments with 100 or fewer majors would make advanced arrangements to have advising available in the central advising unit during the summer.

Tier B: Colleges with undergraduate majors will have a tenured faculty member selected by the dean in consultation with the director of academic advising to serve as college coordinator of advising. If not an assistant or associate dean, the college coordinator will be on a twelve-month appointment with faculty workload equivalency credit of from six to nine semester hours each fall and spring semester. The duties of the college coordinator will include: (1) advising those majors in the college who have not decided upon a departmental major; (2) aiding in the selection of principal departmental advisors; (3) coordinating the college's advising program; and (4) serving as liaison between the central advising unit and the college. The college coordinator should serve for at least a three-year term. The coordinator's performance in that role will be evaluated by the dean of the college and the director of academic advising. This evaluation will be given appropriate weight in determining the coordinator's merit evaluation.

If a college or department, because of its high ratio of undergraduate majors to faculty, has an insufficient number of faculty to advise its majors, the central administration will provide that college or department with additional funds for staff in sufficient numbers to advise its majors at a level comparable to the advising available from faculty elsewhere in the University. The staff will be assigned administratively to the college or department.

It is recognized that there will be colleges or departments with ratios of departmental majors to faculty too high to justify shifting faculty from the classroom to advising. For those colleges or departments, additional funding

will be made available for staff advising at a level comparable to the faculty advising available elsewhere.

Tier C: The central advising unit will be organized and directed by the director of academic advising, a tenured faculty member on a twelve-month appointment who will retain faculty status. The central unit will consist of two full-time professional/administrative staff members; four tenured faculty members from different colleges on twelve-month appointments, each with a faculty workload equivalency credit of from six to nine semester hours each fall and spring semester; four half-time, non-faculty academic advisors; and one technical and office staff member. The central unit will be responsible for advising the following groups:

- students who have not declared a major,
- pre-law and pre-health care students,
- students not receiving academic advice from any college or department.

In addition, the central unit will serve as an initial point of contact for:

- transfer students,
- students seeking to change majors from one college to another,
- students reentering the University after an interruption of more than calendar year,
- students seeking readmission from academic suspension,
- those inquiring about academic programs at the University of Houston.

The director of academic advising will report to the Associate Provost responsible for undergraduate programs and will be responsible for the management of the central advising unit and for the campus-wide, year-round programs of academic advising for day and evening, full- and part-time students. The director's duties will include:

- budget responsibilities,
- the selection, training, and evaluation of the faculty and staff assigned to the central advising unit,
- the training of the college advisors,
- the approval and training of departmental advisors,
- the readmission from academic suspension for students who have not declared a major,
- the coordination of the academic part of the mandatory orientation program for new and returning undergraduates,
- the evaluation of all aspects of the campus-wide program of undergraduate academic advising,
- the coordination and promotion of academic advising activities with other University of Houston Central Campus units and community agencies.

The faculty members of the central advising unit, including the director, will be assigned for at least three-year terms. To insure continuity, no more than

one-half of those terms should expire in any one year. The faculty who are part time in the central advising unit will be evaluated for merit increments by the director of the central advising unit after the director has consulted with the faculty members' deans and department chairs. The appropriate portions of the faculty members' salaries will be budgeted to the central advising unit.

IV - DEVELOPMENTAL PROGRAM

Members of the academic community have become increasingly concerned about the academic deficiencies of students, particularly in the areas of mathematics and English. Awareness of these deficiencies has come directly through observation of students in the classroom and indirectly through the reported results of the Scholastic Aptitute Test (SAT). The SAT is taken by approximately a third of the nation's high school seniors. The decline in SAT scores began in 1964 and continued throughout the 1970's. The SAT verbal average dropped from 478 in 1963 to 460 in 1970 and to 429 in 1978, while the mathematics average dropped from 502 to 488 to 468. Between 1952 and 1963, by contrast, the SAT verbal average did not change, and the mathematics average increased 2.5 percentile points, even though the percentage of high school graduates who took the test increased from less than 7 percent to approximately 30 percent.

Comparable results can be found when examining the SAT scores for new freshmen at the University of Houston Central Campus for fall semester admissions, 1969-1978. Gerald Osborne and Wayne Harberson of Counseling and Testing reported that the SAT verbal average declined from 489 in 1969 to 447 in 1978, while the SAT mathematics scores averaged 523 and 486 in those years. Osborne and Harberson indicated that the overall change for this period is significant.

Several explanations have been offered for the national trend. One revolves around the changes which have occurred in the composition of the population completing the SAT. There has been an increase in the proportion of the test-taking group made up of students from socio-economically low families and members of minority groups who traditionally have scored low on the test. In addition, colleges have experienced increases in the number of returning students and older students who have not dealt with academic material for several years. Yet another factor is the quality of secondary education. Many secondary schools have reduced the number of courses that all students are required to take, particularly in English and mathematics. Moreover, there appears to be diminished seriousness of purpose and attention to mastery in the learning process in the schools, at home, and in society in general.

Inasmuch as the University of Houston Central Campus is a large, urban, state-supported institution, it will continue to receive students who are academically deficient in various ways. Thus, it faces a stern challenge--to provide quality education for students who are not fully equipped to deal with the course work. To maintain quality under such circumstances, it is essential to offer the students developmental courses which will prepare them for their subsequent work. Such an approach will provide the faculty with some assurance that their students have at least the minimal skills in mathematics and English necessary to enable them to perform at a level appropriate to university curricula.

Studies have indicated that students do indeed benefit from such a program. In one such study of schools in Texas, it was found that:

- students completing a remedial program had a higher grade point average over both one semester and two years than those who did not complete the program. Moreoever, the grade point average of the students completing the program tended to increase;
- students completing the program persisted in college longer than comparable students who did not participte in the program;
- high risk students of like race and ethnic groups earned higher grades when completing the program;
- students developed a more positive attitude toward college.

Program Content Recommendations

In light of the decline in the achievement of the students now entering the University of Houston Central Campus and the potential for student improvement, the Task Force recommends that the University of Houston Central Campus expand the existing developmental English program, provide a comparable program aimed at the development of mathematical skills and develop a program to encourage effective reading and study skills.

The goal of the English program will be to develop the student's ability to write correct sentences, coherent paragraphs, and cohesive essays. To that end, it will include instruction in spelling, grammar, vocabulary and correct

English usage. The goals of the mathematics program will include the development of computational and intermediate algebraic skills and an understanding of the use of basic mathematical symbols and concepts.

The goals of the reading and study skills program will be to develop analytical and critical reading techniques, vocabulary skills, effective methods of study and library skills.

Program Implementation

Examination of existing developmental programs leads the Task Force to make the following recommendations regarding instructional procedures, placement and diagnosis, and grading procedures:

Instructional Procedures

The developmental programs should include self-paced courses offered through a learning center in order to accommodate the wide variation in students' abilities. A self-paced system of instruction is recommended for a variety of reasons:

- students enter the university with a wide variety of backgrounds. They vary in level of achievement, experience, and exposure to English and mathematics. Some students have never been exposed to

or learned the material, while others merely need a review due to an absence from the academic environment;

- students who are having problems in particular areas will be able to utilize materials for the development of specific skills as required;
- self-paced instruction increases the potential for contact between students and faculty or staff;
- curricular revisions can be made without revising entire courses.

It must be stressed that the advantages of self-paced instruction accrue only if the courses and materials are properly developed. Materials must be highly structured to ensure that students understand the course requirements and the procedures for satisfying those requirements. Furthermore, in order to ensure that students are assisted in understanding content and are maximally motivated, only those instructors who have a keen interest in creating and teaching developmental curricula should be encouraged to participate in the program.

Successful self-paced programs are enhanced by the type of resources usually available in a learning center. A UHCC learning center(s) should be available to day and night students. Students registering for a developmental course would be required to sign up for a specific time in the learning center. Times could vary widely, but students should work in the learning center at least three hours per week. At least one professional staff or faculty member should be available for every 50 students scheduled

to be in the center at a given time. In addition, there should be at least one undergraduate student assistant present for every 20 enrolled students. Clerical staff or student assistants should be available during open periods to check out equipment and perform other support services as required.

Placement and Diagnosis

Initial placement in the English and mathematics programs will be based on placement tests in English and mathematics. Some students will be directed to the programs by instructors or academic advisors and others may simply elect to enroll in them. Students scoring above the minimum scores on the placement tests should be advised and encouraged to enroll in higher-level courses.

Entry into one or more of the programs should be followed by regular diagnosis and prescription. Diagnosis can be accomplished through testing and conferences, and should result in the prescription of work in those aspects of the program in which the student is deficient without requiring him or her to repeat previously mastered information.

Grading and Credit

The Task Force recommends that students receive four hours of credit per course for English and mathematics and three hours of credit for the reading and study skills component. This credit would be used for establishing full-

or part-time status for students but would not count toward graduation. Many four-year public institutions with developmental programs grant non-degree credit. Furthermore, granting credit is desirable for increasing student motivation, calculating veterans' benefits, and granting teaching credit.

Non-punitive grading practices should be established. This can be accomplished by defining minimum requirements for course completion; students who cannot attain these requirements would receive no credit or advancement. The passing grades awarded should be A, B, and C. A grade of I should be reserved for students meeting the vast majority of the requirements. A new grade of IP (In Progress) should be established for students who have not completed the course but are making satisfactory progress. Students receiving a grade of IP would be required to register for the course each semester until they have completed the requirements. Students would be allowed a maximum of three registrations per course.

Administration of Developmental Programs

Two principal desiderata have guided the Task Force in making recommendations about the administration of these proposed programs: effectiveness and efficiency. The job must be done well, but with a minimum of resources. The university must avoid creating either a large bureaucracy or a permanent faculty in these programs.

Therefore, the Task Force recommends that direct responsibility for the staffing and administration of these programs be lodged with the Associate Provost responsible for undergraduate programs. This Associate Provost should appoint in each program area a faculty administrator with responsibility for curriculum development, instructional materials, the selection, direction, and evaluation of staff, and classroom policies. The faculty administrator would also be responsible for three to six hours per week of teaching in the program. Released time of three to six hours should be granted for administrative duties. The faculty administrators should be chosen from among the tenured faculty of appropriate departments on campus.

The Task Force believes that beyond this specific provision, the administration of the program should be left to the Associate Provost responsible for undergraduate programs and the faculty administrator for each developmental program. The Associate Provost and faculty administrator would have wide latitude with respect, in particular, to the staffing of the programs and to the possibility of cooperating in various ways with existing academic and administrative units of the University. The Task Force recommends that the Associate Provost and the faculty administrators explore the widest possible range of options in these areas with an eye to achieving the twin goals of effectiveness and efficiency. For example, the possibility of cooperating with the University of Houston Downtown College in ways that would utilize optimally the staffs of both institutions should be explored through appropriate channels. On our own campus, the possibility of coopera-

tion with Continuing Education should be explored. Finally, various possibilities of acquiring special funding for such programs should be energetically pursued.

V - INSTRUCTIONAL IMPROVEMENT

Introduction

The purpose of the recommendations contained in this section is to improve the quality of undergraduate instruction at the University of Houston Central Campus. Part A describes an intensive evaluation program intended to document teaching effectiveness; these evaluations can be used for tenure and promotion decisions. A campus-wide mandatory student evaluation of undergraduate teaching is recommended in Part B, and faculty are encouraged to make as effective use of this instrument as possible to improve instruction. It is assumed that faculty will improve their teaching efforts when these efforts are properly rewarded. Part C, the instructional development portion, describes programs designed to stimulate thought and activity for improving classroom teaching. Administration of the proposed Faculty Resource Center and of the evaluation programs will be in the hands of a Program Coordinator who will report to the Associate Provost responsible for undergraduate programs. The Coordinator should be a full-time tenured faculty member.

A. Intensive Teaching Evaluation Program

The Task Force on Undergraduate Education proposes the establishment of an intensive teaching evaluation program for those faculty who wish to use teaching excellence for support in unusually important decisions such as tenure and promotion. Since student evaluations and peer evaluations can be

unreliable when used by themselves, the Task Force proposes a program which conducts teaching evaluations from several independent perspectives. A program of this type is necessary in order to provide accuracy of evaluation and a high degree of confidence in the process. Since such an intensive evaluation system does not currently exist, extensive efforts over at least a one-year period to develop the appropriate evaluation instruments and to assemble representative norms on these instruments will be required. Once it is in operation, evaluation of up to fifty faculty per year may be expected.

In order to guarantee that the number of requested evaluations does not become overwhelming, it is proposed that the instructor identify (before the evaluation is undertaken) the purpose of the evaluation (e.g., tenure, promotion, teaching excellence award, salary) and that the instructor be apprised that the results, whether positive or negative, will be forwarded to the appropriate evaluation committee. This procedure will discourage individuals from using the program on a trial basis and then burying negative results. It will also enhance the credibility of the evaluation. If only positive evaluations were seen by tenure, promotion and salary committees, the integrity of the evaluation program would become suspect. It is recommended that the following system be used to determine priorities:

1) Tenure decisions
2) Promotion decisions
3) Teaching excellence awards
4) Salary considerations

As the preceding discussion indicates, this intensive evaluation is not intended for "average" teachers. Instead, it is intended to provide a comprehensive documented evaluation for individuals who wish to request that an upcoming decision be based heavily upon teaching ability. While the Task Force recognizes that evaluation of research, teaching, and service in promotion and tenure decisions rests with the negotiation between each individual faculty member and the appropriate evaluative bodies, the important teaching evaluations must be reliable. The Task Force also recommends that the Intensive Evaluation be mandatory for teaching excellence awards.

At this time it is impossible to specify the precise instruments and procedures which will be employed, since the tasks of refining procedures, modifying instruments and analyzing data will not be complete until the first year. However, a preliminary outline of procedures and instruments might read as follows:

Procedure:

1) A faculty member requests that an evaluation of his/her teaching be undertaken.
2) The Coordinator of the Evaluation Programs meets individually with the faculty member to:

a. explain the methods for collecting data;

b. determine the use(s) to which the instructor will put the findings (such as tenure review, promotion to full professor, merit salary increase, teaching excellence award);

c. obtain sufficient background about the instructor's teaching to allow the evaluators to be sensitive to any idiosyncratic aspects of the teacher's instructional approach (e.g., self-paced courses, lab or studio courses, extremely large courses).

3) The Program Coordinator selects evaluators and composes an evaluation program which is approved by the instructor.

4) The data are gathered and analyzed; then the Program Coordinator writes a report which will be given to the instructor and included in the appropriate personnel files.

Instruments:

1) Ratings from student evaluation questionnaires (see Part B of this report) will be gathered by the program staff and then adjusted for class size and for student motivation. The questionnaires will solicit both qualitative and quantitative information.

2) The Program Coordinator will obtain copies of the teacher's class rolls over the past few years and a random sample of former students will be asked to supply both quantitative and qualitative information regarding the instructor and his/her course.

3) The evaluators will observe several of the teacher's classes and file reports (quantitative and qualitative) immediately following each observation.

4) The Program Coordinator will also identify a few of the teacher's colleagues (preferably from the same college) who will also observe several of the teacher's classes and file reports.

5) The teacher will supply the Program Coordinator with instructional materials (syllabi, tests, hand-outs, lab exercises, representative homework, etc.) for review by a committee of colleagues and the program staff. In addition, teaching-related activities (committee work, research on instruction, teaching/educational articles, etc.) will also be evaluated.

B. Campus-wide Student Evaluation of Teaching

Publishable Summaries of Student Evaluations

The Task Force proposes that student questionnaires with eight questions in common be used to evaluate instruction in various departments and colleges. Since the Provost's Office requires the faculty to furnish appropriate documentation of teaching effectiveness, the faculty will be expected to use this campus-wide student evaluation instrument in each of their undergraduate classes. The Task Force recognizes the serious limitations inherent in an attempt to evaluate a faculty member's teaching competence based upon a core of only eight questions. Therefore, it encourages departments and colleges

to supplement the basic questionnaire with additional questions suitable for their specific disciplines. The program coordinator will make available a list of representative additional questions to those who wish to use them. With the approval of the faculty member, the Student Association will receive a summary of the results of the eight "core" or standard questions and will be responsible, by arrangement with the Provost's Office, for their dissemination.

Procedures for administration of the evaluations must be consistent. It is recommended that the evaluation be administered under the supervision of the Program Coordinator during the last week of classes, that the instructor not be present, and that students be read a standard paragraph which assures the anonymity of their responses, explains the possible uses of the data, and assures them access to whatever results are made public. The results of the student questionnaires will be sent to the Faculty Resource Center where they will be evaluated and analyzed. The results and their interpretation will then be given to the faculty member involved and will also be shared with the chair of the faculty member's department.

The suggested eight core questions are:

Confidential Sample Scores — Instructor					Core Questions from Student Questionnaire
#1	#2	#3	#4	#5	
Range: 5 (strongly agree) -- 1 (strongly disagree)					
3.5	4.0	2.5	4.0	2.5	1. I had a strong desire to take this course. Comments:
3.5	3.3	2.4	2.0	3.8	2. The instructor presents the material in a a clear and understandable way. Comments:
4.0	3.0	2.8	2.2	3.6	3. The instructor encourages student participation and welcomes questions and discussions. Comments:

Confidential Sample Scores — Instructor					Core Questions from Student Questionnaire
#1	#2	#3	#4	#5	
Range: 5 (strongly agree) -- 1 (strongly disagree)					
3.5	3.3	2.8	3.0	3.5	4. The instructor is willing to give students individual assistance outside class. Comments:
3.5	3.5	3.0	2.7	3.7	5. Grading is fair. Comments:
3.5	3.5	2.1	2.3	3.9	6. The materials and procedures are well organized. Comments:
3.0	3.8	2.5	2.0	3.6	7. I rate this course: excellent (5), good (4), average (3), below average (2), poor (1).
3.0	3.6	1.8	2.3	3.6	8. I rate the effectiveness of this instructor as: excellent (5), good (4), average (3), below average (2), poor (1).

A detailed discussion of the interpretation of this questionnaire, with specific examples, is offered in Appendix IV.

C. Instructional Development Program

The Task Force recommends the establishment of a Faculty Resource Center which will offer faculty the following teaching development services.

- Teaching improvement seminars presented by faculty development specialists should be offered to teaching fellows for course credit and open to faculty members whenever appropriate. Topics covered will include lecture strategies, conducting discussions, preparing instructional objectives, preparing instructional aids, test construction as well as other topics. (It is anticipated that about 25 graduate students and 30 faculty members will use this program each year.)

- Walk-in teaching assessment with members of the Resource Center staff will be offered. Aid will be provided on an ad hoc basis to accommodate instructors with immediate problems or a preference for one-to-one consultation. (30-40 users per year.)

- The IDEA (Instructional Development and Effectiveness Assessment) System will be available to all instructonal staff. This diagnostic/remediation system has been widely used on campus and several studies have documented its effectiveness as a teaching development system. (Approximately 600 classes per year.)

- Speakers who are involved in teaching improvement activities within various disciplines should be invited to spend time on campus presenting workshops and meeting individually with faculty members. (Four speakers: 30-40 instructors per speaker, some for multiple contracts.)

- A small grants program will be offered to faculty for the support of specific teaching improvement activities and for curriculum development and design.

- The use of the Faculty Resource Center shall be entirely optional, and no aspect of any faculty member's participation in teaching development programs shall be communicated to any administrator or evaluative body beyond the Resource Center without the prior written approval of the faculty member concerned.

VI - ADMINISTRATION OF THE CORE CURRICULUM AND ITS RELATED PROGRAMS

The Core Curriculum specifies general education requirements for all undergraduate students and provides the clearest example of commonality for all of the intellectual endeavors of the campus community. This curriculum and its successful conduct are the responsibility of the entire faculty. While particular academic units have specific and important roles to play, the success of the program of general education is entirely dependent upon the coordination of many activities in several units directed toward a common purpose. It is thus essential that this program be viewed and supported as a coherent whole, and that there be a focus of responsibility for its development and conduct. This focus should be the responsibility of the Associate Provost whose duties encompass undergraduate affairs. No new office should be created for this purpose.

The program of general education consists of the Core Curriculum and several supporting elements which serve either to strengthen the Core Curriculum directly or to improve undergraduate education generally. There are four components:

I. Core Curriculum
   - A. Basic Skills
   - B. Knowledge Base
   - C. Knowledge Integration

II. Academic Advising

III. Developmental Education

A. English

B. Mathematics

C. Study Skills

IV. Instructional Improvement

A. Instruction Evaluation

B. Instruction Development

C. Intensive Evaluation

The Provost, through the appropriate Associate Provost, will have responsibility, in some cases indirect and in others direct, for each of these components.

Core Curriculum

The basic skills courses will be the direct responsibility of the academic units in which they are housed. The Associate Provost and the Core Advisory Committee will periodically review these courses for adequacy and quality. The Associate Provost will be responsible for assuring the development and administration of appropriate placement examinations. Passing scores for placement examinations will be determined by the departments where the credit is granted. Courses accepted for the Knowledge Base and Knowledge Integration components of the Core Curriculum will be approved by the respective colleges, by the Undergraduate Council, and by the Associate Provost and

the Core Advisory Committee. The Core Advisory Committee will also periodically review these courses for quality and suitability of content and instruction. Core courses will be taught by faculty who are interested in and especially well-qualified to teach these courses. Whenever possible, these courses will be taught by full-time faculty. In those few instances where these courses are taught by lecturers, teaching assistants, and teaching fellows, close supervision by full-time faculty will be provided. Only those instructors with verbal and written fluency in English will be eligible to teach in the Core.

Developmental Education

Effective direction of the three programs for Developmental Education and the coordination of these with the Basic Skills component of the Core Curriculum requires that these be the direct responsibility of an Associate Provost and not of particular academic departments. The administrative structure and staffing of these programs should be determined by the Office of the Provost in negotiation with participating colleges. Only those instructors with verbal and written fluency in English should be selected to teach developmental courses. The Task Force recommends that a variety of options for providing this type of instruction, in addition to the ones already in place, be pursued by the administration. For example, the possibility of using existing programs at other university campuses or bringing such programs to the Central Campus could be investigated. Another option might be the use of the Continuing Education Center. The Task Force also recommends that special

consideration be given to computer instruction in developmental education courses.

Academic Advising

The Central Office of Academic Advising should report to the Provost through the Associate Provost. Paramount responsibility for academic advising rests with departments and colleges. The role of the Provost's Office shall be to provide leadership and constructive advice to ensure that the entire campus-wide program of academic advising is both comprehensive and effective. The Office of the Provost should examine both existing and potential relations between the central advising office and the counseling center, with due regard for their basic differences in role and purpose.

Instructional Development

Administration of teaching evaluation will be the responsibility of departments and colleges under the general supervision of the Associate Provost. The organization and staffing of the program of intensive evaluation of instructors as well as the timing for implementation will be the responsibility of the Associate Provost.

The Task Force recognizes that the implementation of the recommendations contained in this report will require additional funds. The exact amounts are difficult to calculate accurately, and, as a result, the Task Force decided

not to include a detailed budget in its final report. It is anticipated that at least $200,000 in new funds will be required to implement the recommendations on academic advising, instructional improvement, and developmental programs. As the demands for these programs increase, additional funds will be needed. In the next few years, the Task Force anticipates a sizeable increase in the number of students making use of the proposed Academic Advising Center. A significant number of students will probably also require developmental courses. The Core Curriculum should not require any additional funds, although implementation of it may necessitate reallocation of resources on a modest basis.

In order to put these expenses in better perspective, it should be noted that an increase of one per cent in the enrollment of full-time students or a ten per cent increase in the retention rate of current students would more than offset the costs of implementing the recommendations in this report.

Matters Requiring Further Consideration

In examining the University's undergraduate education program, the Task Force noted several areas that warrant further exploration. Unfortunately, the Task Force did not have time to examine these in the depth required for making specific recommendations. Consequently, the Task Force recommends that the appropriate offices in the University seriously consider the following proposals:

that the Undergraduate Council and Provost develop and promulgate general university standards for advanced-level undergraduate courses no later than the end of the 1981-82 academic year; and that during the following academic year (1982-83), the Undergraduate Council, Provost, Academic Deans, and college and departmental curriculum committees review all advanced-level undergraduate courses in their inventories in light of these standards and determine whether each course is being offered at the appropriate level;

that the question whether academic programs which are oversubscribed should be permitted to raise admission standards in order to improve the quality of their programs be the subject of campus-wide debate. In the past, programs which have attempted to raise standards above the university norm have encountered difficulties. In order to facilitate this debate, the Task Force recommends that the Office of Institutional Studies examine the impact on the University as a whole of selected programs raising their admission requirements. If selected programs were allowed to raise admission standards for their own majors, this office should then examine what happened to those students who were denied admission into such programs, specifically the programs they later selected and the level of academic success of those entering alternative programs;

- that the Associate Provost for Enrollment Services pursue strategies to ensure an increase in the number of students whose academic preparation would allow them to complete many of their core requirements by advanced placement examination.

Appendix I

University of Houston
Central Campus

Inter-Office Memorandum

Office of the Provost

TO: Task Force on Undergraduate Education

Lawrence Curry - Humanities and Fine Arts
Terrel Dixon - English
Doug Dyckes - Chemistry
Ted Estess - Honors
Garry Etgen - Mathematics
Carole Goodson - Technology
Charles Gritzner - Geography
David Hickman - Art
Wallace Honeywell - Engineering
George Howard - Psychology
Bredo Johnsen - Philosophy
Mike Matteson - Business Administration
Mamie Moy - Chemistry
Russell Reid - Anthropology
Carl Schomburg - Curriculum and Instruction
Richard Scamell - Business Administration
Paul Secord - Foundations of Education
Marvin Smith - Industrial Engineering
Lou Stern - Economics
Hugh Walker, Natural Sciences and Mathematics
Louis Williams - Pharmacy
6 Students (to be appointed by the Student Association)

FROM: Barry Munitz
Chancellor

George Magner
Provost

DATE: November 28, 1978

The extraordinary events, administrative reorganization, and personnel changes of the past year have created a unique set of conditions for the Central Campus. At this point, we have the opportunity to enter a new phase of that ongoing testing of institutional mission and purpose which inevitably confronts all dynamic academic institutions. Several key requirements underlie the timing and nature of this review.

First, as the office of the Chancellor and Provost initiate a public and deliberate planning process for resource allocation and reallocation, fundamental issues concerning the discovery, the application, and the transmission of knowledge which were raised in the Mission Self Study document must be examined for more complex and current implications. The Self Study document discusses the balance of undergraduate and graduate programs, the relationship between the liberal arts and the professional schools, as well as the desired content and quality of undergraduate education. These issues must be addressed now as specific program priorities, and in the context of a commitment to strengthening our undergraduate curricula and the quality of those teaching within these programs. Second, the "academic" recommendations from the Task Force on Admissions and Retention (for example, University College and mandatory advising) must be explored further by the campus community. Third, there are important lessons to be learned from national analyses of undergraduate teaching and curricula.

These experiences at other institutions across the country achieve clearer focus from our own institutional history and local conditions. As an urban public university located in this country's fastest growing and most economically viable city, we possess the administrative flexibility and academic resources to provide unique educational opportunities. Although we are confronted with limitations of resources, if we establish priorities and are responsible in our planning processes, they can be sufficient to take advantage of our current opportunity. The several years of work invested in Mission Self Study discussions, and in the subsequent two years committeed by the Admissions and Retention Task Force and the Structure and Search Committee, have prepared the campus to confront program emphasis and resource reallocation. The ultimate goal must be an academic institution which is organized to support and reward the best of our students and faculty. At the undergraduate level, quality instruction and counseling must create a productive and a pleasant working environment for the Central Campus' faculty and student body.

In addition to the "local issues," external agencies such as the Department of Health, Education and Welfare, and the Texas Coordinating Board also have begun to assess the nature of our academic programs. Even though these reviews have often been initiated for other than academic reasons, it is still obvious that the campus must address on its own terms any concerns which surround its fundamental areas of programming. National pressures toward vocational education, concepts of productivity, alleged duplication of effort and "relevance" may be unrealistic if the academic heart of the institution is to remain sound, sensitive, and vital.

We have learned from the work of the Structure and Search Committee and the Admissions and Retention Task Force that division into subgroups can be

helpful both to the substance and to the procedure of a campus wide group working on complicated and interrelated academic issues. Therefore we are suggesting that your overall charge might best be divided into these essential components:

Subgroup on Core Curriculum

Terrel Dixon - English
Doug Dyckes - Chemistry
Ted Estess - Honors
David Hickman - Art
Mike Matteson - Business Administration
Russell Reid - Anthropology
Paul Secord - Foundations of Education
Marvin Smith - Industrial Engineering
Lou Stern - Economics
3 Students

Over the past two years, a number of universities across the country have been asking whether they could strengthen their undergraduate degree programs by implementing new or altered core curricula. This subgroup should assess the response to those questions, the institutional and environmental conditions which initiated their work, the various alternative curricula discussed, and the reasons underlying the particular conclusions reached. The subgroups should then review local, institutional, and community issues such as the relevant components of the Mission Self Study, the work of the joint Humanities and Fine Arts, Natural Sciences and Mathematics, and Social Sciences Curriculum Committee, recent deliberations of the Undergraduate Council, the recommendations of the Admissions and Retention Task Force, and the concerns expressed by the Student Association's Academic Enrichment Council. Values such as flexibility in college programs, responses to problems likely to arise in the next decade, and the balance of humanistic and vocational concerns, should be uppermost in your minds. Ultimately we should have a series of recommendations regarding whether or not the campus should have a core curriculum, how that curriculum would affect individual baccalaureate programs and their requirements, and what its content might be. In addition, the implications of such a curriculum for current college and other special academic programs such as Honors should be addressed.

Subgroup on Undergraduate Teaching and Advising

Lawrence Curry - Humanities and Fine Arts
Garry Etgen - Mathematics
Carole Goodson - Technology
Charles Gritzner - Geography

Wallace Honeywell - Engineering
George Howard - Psychology
Bredo Johnsen - Philosophy
Mamie Moy - Chemistry
Richard Scamell - Business Administration
Carl Schomburg - Curriculum and Instruction
Louis William - Pharmacy
3 Students

The "academic" recommendations of the Admissions and Retention Task Force provide the most recent context of this subgroup's work. In particular, this campus has received urgent requests for the development of a comprehensive academic advising system and for the implementation of a legitimate process for the comprehensive evaluation of teaching (as a fundamental component of the overall design for faculty reward). This subgroup would analyze the nature of those requests, and must review the relevant Mission Self Study sections, the recommendations of the Ad Hoc Committee on the Open University, the recommendations regarding an institutional development division, and the pertinent Student Association Senate Bill.

The general charge to this subgroup is to identify and stimulate those programs, policies, and support activities which would implement successfully the Central Campus' determination to improve its understanding of and commitment to high quality teaching and academic advising.

Your deliberations should encompass a number of particular issues. These include: the evaluation of instruction and its relationship to the institutional reward system, instructional support services, the recruitment, preparation, and monitoring of teaching fellows, the possible role and content of a remedial curriculum, and strategies for the support of interdisciplinary programs.

CONCLUSION

The recommendations from each subgroup will provide the essential basis for and the range of supporting material required in the Task Force's final report. The final report, itself, will inevitably be the product of the ongoing coordination and communication played by the Task Force's Coordinating Committee (composed of Robert Haynes, Tony Colson, the elected chairs of each subgroup, the Task Force's staff officer, and a Task Force member representative of the Faculty Senate, Student Association and the Academic Deans) throughout the life of the Task Force and its subgroups. The synthesized final document will need to be reviewed by the full Task Force, prior to its submittal to our offices which should be no later than May 1, 1979. This time frame may seem tight, but it will take additional time for the campus to evaluate those recommendations and then to implement whatever

options are finally approved. During that period, public discussions of your document will be held across the campus. Indeed, the nature of your work is such that each and every academic department should closely review your report, discuss it with appropriate campus committees, and be prepared to make responsible alternative recommendations.

During this period, it is also inevitable that the Office of the Chancellor will begin to assess your recommendations in the context of its ongoing review of the academic compatibility of current and proposed programs and the interrelationship between closely allied disciplines. This review will be tied to the campus' emerging discussions regarding resource reallocation patterns. We must be concerned with the best academic way to coordinate and support campus programs, so that education quality is enhanced, bureaucratic obstacles reduced, and resource flexibility increased.

Your task force will involve the single most important group effort on the campus this year, and one which has a major impact on our ongoing work. We must demonstrate our commitment to quality programs and their people, and we cannot get bogged down in administrative or committee entanglements. Our charge will be to smooth the way, to strengthen your impact, and to provide more cohesive focus for the progress which has already been achieved at the Central Campus.

With Dr. Haynes' demonstrated leadership, and with the support supplied by Associate Provost Colson and his staff, your charge can be carried out successfully to the benefit of the institution's students and faculty. Our offices are prepared to provide you with whatever further assistance is required, and wish you the best of luck.

mw

cc: Academic Deans
Executive Committee of the Faculty Senate
Executive Committee of the Student Senate
Senior Vice Chancellor R. W. Lawless
Associate Chancellor A. J. Rudnick

APPENDIX II

TASK FORCE ON UNDERGRADUATE EDUCATION

*Robert V. Haynes, Chair	History and Library
*Anthony Colson, Executive Officer	Provost
*June Dempsey, Staff Officer	Provost
*Donald Lutz, Faculty Senate Representative	Political Science
*Bonnie White	Student Association Representative
**Carlton Williams, Staff Officer	Provost

Subcommittee on Core Curriculum

*Paul Secord, Chair	Foundations of Education
Eugene Fong	French
Terrell Dixon	English
Douglas Dyckes	Chemistry
Ted Estess	Honors Program
Bredo Johnsen	Philosophy
Russell Reid	Anthropology
Wallace Honeywell	Engineering
Louis Stern	Economics
*R. Hugh Walker	Natural Sciences & Mathematics
Betsy Gelb	Marketing
Cedrick Herring	Student Association
**Marvin Smith	Engineering
**David Hickman	Art
Henry Reynolds	Student Association

Subcommittee on Undergraduate Teaching and Advising

*Mamie Moy, Chair	Chemistry
Lawrence Curry	Humanities and Fine Arts
Carole Goodson	Technology
Wallace Honeywell	Engineering
George Howard	Psychology
Louis Williams	Medicinal Chemistry and Pharmacognosy
Garret Etgen	Mathematics
Bredo Johnsen	Philosophy
Carl Schomburg	Curriculum & Instruction
Steve Nini	Student Association
Susan Sicking	Student Association
**Richard Scamell	Business Administration
**Charles Gritzner	Geography
Alice Patten	Student Association
**Jerry Wagstaff	Student Association
**Bette Stead	Business Administration

* Coordinating Committee
** Former members

APPENDIX III

CORE CURRICULA

1. The mandatory provisions regarding transfer of college credits pertain only to credits earned at an accredited* Texas public junior college or university.

2. Each Texas public senior college or university shall accept credits earned by any student transferring from an accredited Texas public junior college provided such credits are within the core curricula of the student's declared major field. However, for purposes of degree requirements in a specified area, no senior institution shall be required to accept as credit for a degree any course which is identified in its own catalogue as not being of collegiate level. The senior college or university shall grant the student full value toward degree requirements as these are stated in the catalogue of the senior institution and as they apply to the student's declared major. [As amended January 20, 1969]

3. Inasmuch as the core curricula necessarily depends upon the student's major, he shall be required to declare his major field no later than the end of his first year of attendance at the junior college and upon request for admission by transfer to a senior institution.

4. The student shall not be required to complete the entire core cur icula for it to be valid and freely transferable, but any sub-item shall also be freely transferable, provided such item was completed prior to original registration in the senior institution.

5. The senior institution shall give any student transferring from a junior college the same choice in the catalogue designating the degree requirements as the student would have if his dates of attendance as the senior institution had been the same as his date of attendance at the junior college.

6. The core curricula places no limitations on the admission of a student transferring from a junior college or any other senior institution, but it does require the senior institution to evaluate transferred credits of admissible transfer students on the same basis as if the work had been taken and earned at that senior institution.

*An accredited college in Texas is one accredited by the Southern Association of colleges and schools or by the Association of Texas Colleges and Universities.

7. The senior institutions shall notify all public institutions and the Coordinating Board and its staff of curricular change which will affect the transferring students at least a calendar year in advance of the effective date of that change. [As amended January 20, 1969 and April 21, 1969]

8. Each junior college shall clearly identify on a student's transcript those courses which are considered to be "core" courses. The identification should be in the form of a small letter "c" after the title of the course on the student's transcript. [As amended January 20, 1969]

9. Courses in physical training (required physical education activities courses) are excluded from the core curricula.

10. Concerning credits earned by a student in a junior college, no senior institution shall be required to accept by transfer or toward a degree more than 66 semester credit hours, or one-half of the degree requirements if these constitute less than 66 hours. In addition to the courses listed in the core curricula, the senior institutions may count additional lower division courses which are generally acceptable in the student's major to give the total of 66 hours, or one-half of the degree requirements if these constitute less than 66 hours. Although no senior institution is required by this policy to accept more than 66 hours, the senior institution may accept additional hours under provisions allowable by accreditation standards of the Association of Texas Colleges and Universities.

11. The senior college shall recognize credits earned by advanced standing examination in the junior college, but such advanced standing credit shall be a part of the core curriculum and shall not serve to extend or enlarge the number of credits transferable.

Courses in the Core Curricula

Pending later and additional recommendations of the Coordinating Board, the junior colleges shall exercise prudent judgment in the course content of courses which shall qualify under the core curricula. In courses in the natural sciences and mathematics, and engineering majors as may be the practice in a majority of the senior colleges. Attention must be given to course prerequisites or concurrent course enrollment requirements.

APPENDIX IV

POSSIBLE INTERPRETATIONS OF STUDENTS' EVALUATIONS

An interpretation of the ratings for five different instructors is given below. (See chart on pages 78-81). Although the absolute ratings can easily be translated into summaries, their interpretation is potentially dependent on variables such as class size, motivation of students to take the class, the time of day the class is offered, the experience of the instructor, and the level of the class. If it is assumed that the most significant variable affecting the student ratings is student motivation (this has been widely demonstrated for questionnaires of this type), the ratings and summaries must be interpreted accordingly. On the summaries shown, the motivation rating for the instructor's class section is, therefore, stated with an explanatory note to guide the interpretation.

The examples of ratings shown represent actual data taken from questionnaires given on the Central Campus. The measures of students motivation are the results of students' question #1. The five examples chosen and what they illustrate can be summarized as follows:

Hypothetical Instructor #1 - an "average" teacher whose students have responded with a typical "medium high motivation" rating of 3.5.

Hypothetical Instructor #2 - high ratings in a highly motivated class.

Hypothetical Instructor #3 - low ratings in a class of low motivation

Hypothetical Instructor #4 - low ratings in a higly motivated class

Hypothetical Instructor #5 - high ratings in a class of low motivation

To understand how differences in motivation affect the ratings, compare hypothetical instructor #5 and hypothetical instructor #2. The rating of 3.6 for question #5 is more favorable for instructor #5 (low motivation) than for instructor #2 (high motivation) since, on the average, students with high motivation rate their instructor higher on all questions. For question #5 the rating of 1.8 for instructor #3 (low motivation) is probably a higher rating in absolute terms than the 2.3 for instructor #4 (high motivation). These important points should be mentioned but are largely obscured in the summaries given.

Published Summaries

Instructor #1. Note: Students with high motivation to take the course rate the course and instructor generally high; those with low motivation rate them generally low. The average student in this class had a medium high motivation to take the course.

The instructor does well at presenting the course material in a clear and understandable way, and is willing to give students individual assistance outside class. Grading is fair. The material and procedures are well organized. The instructor is very good at encouraging student participation in class and welcomes questions and discussion. The students responded that they felt only slightly above average about taking another course from the instructor and about the course being an educationally valuable course.

Instructor #2. Note: Students...low. The average student in this class has a very high motivation to take the course.

The instructor presents the course material in a clear and understandable way and encourages student participation. The instructor is willing to give students individual assistance outside class. Grading is very fair. The material and procedures are very well organized. The class responded that they very much would like to take another course from the instructor and thought the course was very valuable.

Instructor #3. Note: Students...low. The average student in this class had a very low motivation to take the course.

The instructor does poorly at presenting the course material in a clear and understandable way and only average at encouraging student participation and welcoming questions and discussion. He/she is also just average at being willing to give students individual assistance outside class. The material

and procedures are very poorly organized but the grading is fair. The class responded that they would definitely not like to take another course from this instructor. However, they thought the course was educationally valuable.

Instructor #4. Note: Students...low. The average student in this class had a very high motivation to take the course.

The instructor does not present the course material in a clear and understandable way and discourages student participation and discussion. He/she is, however, above the average at being willing to give students individual assistance outside class. The material and procedures are poorly organized. Grading is fair. The class responded that they would definitely not like to take another course from this instructor. They thought the course was not very valuable.

Instructor #5. Note: Students...low. The average student in this class had a very low motivation to take the course.

The instructor does very well at presenting the material in a clear and understandable way and at encouraging student participation, questions and discussion. He/she is also very willing to give students individual assistance outside class. The material and procedures are very well organized. The grading is very fair. The class responded that they would very definitely like to take another course from this instructor and thought the course was very valuable.

Alternative Way to Present the Summaries

Instructor #1. Motivation: Medium high

Question #2. Does well in presenting

3. Very good at encouraging participation

4. Willing to give assistance

5. Very fair at grading

6. Well organized

7. A valuable course

8. Felt above average about taking another course from him/her

Descriptors for each question

Range:	0.5 - 1.5	1.6 - 2.5	2.6 - 3.5	3.6 - 4.5
Question #2.	Very poorly	Poorly	Well	Very well
3.	Very much discourages	Discourages	Encourages	Very much encourages
4.	Very unwilling	Unwilling	Willing	Very willing
5.	Very unfair	Unfair	Fair	Very fair
6.	Very poorly	Poorly	Well	Very well
7.	Definitely not valuable	Not very vauable	Valuable	Very valuable
8.	Definitely not	Not	Felt above average about	Would very much like to

END

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